



## Lexington Middle

702 North Lake Drive  
Lexington, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,102 Students	
<b>Principal</b>	Laura S. McMahan	803-821-3700
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	G. Edwin Harmon, Ph.D.	803-359-0844

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

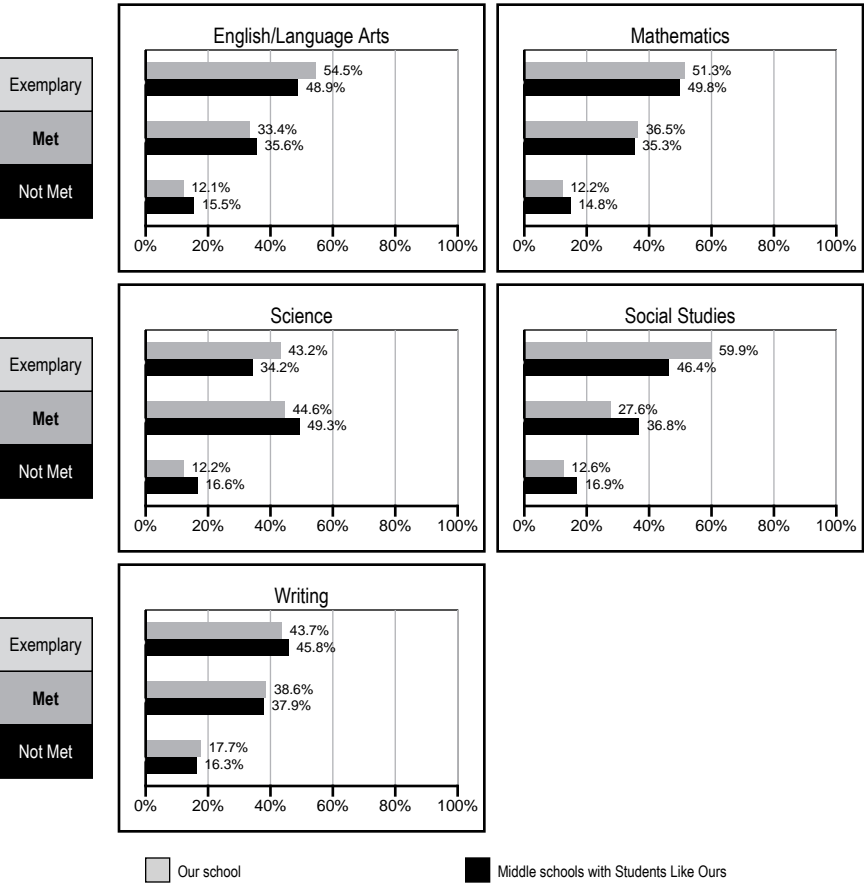
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	2	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.7%
English 1	98.8%	79.4%
Physical Science	N/A	0.0%
US History and the Constitution	N/A	N/A
All Subjects	99.4%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,102)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	29.7%	Up from 19.6%	43.1%	21.6%
Retention rate	1.1%	Down from 1.4%	0.5%	1.2%
Attendance rate	96.9%	No Change	96.8%	95.9%
Eligible for gifted and talented	31.9%	No Change	31.9%	14.8%
With disabilities other than speech	7.5%	No Change	7.3%	12.6%
Older than usual for grade	0.7%	Down from 1.1%	0.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 0.9%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=75)</b>				
Teachers with advanced degrees	61.3%	Down from 63.5%	61.3%	56.9%
Continuing contract teachers	82.7%	Up from 79.7%	75.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 1.5%	3.7%	5.3%
Teachers returning from previous year	80.0%	Up from 79.5%	81.6%	82.9%
Teacher attendance rate	94.6%	Up from 93.8%	94.3%	95.2%
Average teacher salary*	\$49,887	Up 3.1%	\$47,398	\$46,599
Professional development days/teacher	12.7 days	Down from 13.1 days	12.2 days	10.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.5 to 1	21.3 to 1	20.1 to 1
Prime instructional time	90.5%	Up from 89.8%	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Down from 96.2%	99.7%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$6,723	Down 6.0%	\$6,649	\$7,645
Percent of expenditures for instruction**	70.6%	Up from 68.5%	65.3%	63.4%
Percent of expenditures for teacher salaries**	53.9%	Down from 66.8%	61.1%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lexington Middle School's mission statement stresses the education of each student and the preparation for high school. Our vision is to provide an environment where students become caring, creative, collaborative members of an educational community. This effort demands that we become a professional learning community in every sense.

We adjusted our schedule to provide students with additional support each day by forming an eighth period. This time allowed teachers to work with students on areas of weakness and for students to enjoy enrichment activities. Students who fell behind in their course work were assigned to "The Zone" for support academically and through guidance. Students who continued to fall behind attended Saturday School.

Our MAP testing and PACT data drove planning for the school year. The district provided Test View, which allowed us to gather information in a user-friendly way. Collaborative planning, along with a focus on staff development for classroom strategies that addressed all students, became the focus. We stressed reading and writing for all students across the curriculum, and English teachers worked with the Literacy Coach to develop reading and writing workshops. With this approach to instruction, we aligned our students' interests and best practices with state standards.

Communication through our Web site using a newsletter and calendar updates became a vital link between school and students' homes. We shared weekly tips that addressed study skills and test-taking strategies. We also made the newsletter available in the office for parents and members of the community.

Accomplishments reflecting a high level of academic achievement included 82 students named as SC Junior Scholars and 161 students qualified in the Duke Talent Identification Program, 16 of who were recognized as state finalists with one student receiving the Grand Recognition award. We proudly recognized 468 students for classroom effort and achievement during our awards night.

Our service-learning classes worked to meet the needs of different community groups with a school supply drive, pet supply drive, and drives for clothing, food and other basic needs for local distribution. Our art department joined service-learning students and raised money for LICs by selling soup bowls. Our athletic department had a successful season in both basketball and wrestling. Dramatic arts enjoyed the opening of our little theater as a performance venue.

LMS, like Lexington, continues to change, which invites new challenges. One challenge that we continue to face is that our constantly changing demographics. As a professional learning community, we continue to focus on the learning needs of our students and the different challenges that impact individual learning.

LMS has a dedicated faculty and outstanding student body. Together with our parents and community we continue to meet our goal of providing a quality education for all.

Laura S. McMahan, Principal and Ralph Haggard, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	79	384	172
Percent satisfied with learning environment	92.4%	79.9%	83.6%
Percent satisfied with social and physical environment	98.7%	81.4%	79.3%
Percent satisfied with school-home relations	98.7%	89.0%	81.2%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	1098	100	13.4	35.4	51.2	91.9	88.8	82.8	Yes	Yes
<b>Gender</b>										
Male	572	100	16.6	36.8	46.6	88.6	86.3	79.3	N/A	N/A
Female	526	100	10.1	33.8	56.1	95.5	91.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	901	100	10.9	34.1	55	94.1	90.3	89.5	Yes	Yes
African American	111	100	29.7	44.6	25.7	75.2	77.7	73.7	Yes	Yes
Asian/Pacific Islander	32	100	3.3	30	66.7	96.7	95.4	92.3	I/S	I/S
Hispanic	43	100	35.9	41	23.1	82.1	81.9	76.5	I/S	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	87	100	56.3	35	8.8	51.3	54.1	52	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	40	100	37.8	29.7	32.4	81.1	82.1	75.1	I/S	Yes
<b>Socio-Economic Status</b>										
Subsided meals	240	100	27.9	47.9	24.2	81.7	79.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	1098	100	13.7	40.9	45.4	91.6	85.7	78.9	Yes	Yes
<b>Gender</b>										
Male	572	100	14.9	40.3	44.8	90.1	85.1	77	N/A	N/A
Female	526	100	12.5	41.5	46	93.3	86.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	901	100	10.7	40.6	48.7	94	87.8	87.2	Yes	Yes
African American	111	100	34.7	46.5	18.8	75.2	69.9	66.7	Yes	Yes
Asian/Pacific Islander	32	100	10	23.3	66.7	93.3	93.2	93	I/S	I/S
Hispanic	43	100	25.6	43.6	30.8	79.5	78.2	76	I/S	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	87	100	55	36.3	8.8	58.8	53.2	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	40	100	24.3	43.2	32.4	81.1	80.7	76.1	I/S	Yes
<b>Socio-Economic Status</b>										
Subsided meals	240	100	31.5	46.1	22.4	79	74.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	732	99.7	11.9	44.8	43.2	88.1	80	67.5
<b>Gender</b>								
Male	386	99.5	12.2	41.4	46.5	87.8	80.3	67
Female	346	100	11.7	48.6	39.6	88.3	79.7	68
<b>Racial/Ethnic Group</b>								
White	594	99.7	9.2	42.9	47.9	90.8	82.7	79.5
African American	82	100	31.6	55.3	13.2	68.4	58.8	50.3
Asian/Pacific Islander	20	100	10.5	36.8	52.6	89.5	89.9	84.3
Hispanic	28	100	19.2	53.8	26.9	80.8	72.4	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.2	71.2
<b>Disability Status</b>								
Disabled	52	96.2	50	37.5	12.5	50	46.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	25	100	24	44	32	76	73.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	168	100	25.6	55.1	19.2	74.4	65.2	55.1

**Social Studies**

All Students	735	100	12.6	27.5	59.9	87.4	82.4	72.3
<b>Gender</b>								
Male	381	100	15	22.2	62.8	85	82.3	71.5
Female	354	100	10	33.1	56.9	90	82.5	73.2
<b>Racial/Ethnic Group</b>								
White	604	100	9.2	27.7	63	90.8	83.8	80.7
African American	74	100	31.8	33.3	34.8	68.2	71	60
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	92.2	88.5
Hispanic	28	100	41.7	16.7	41.7	58.3	76.1	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	80.6	72.2
<b>Disability Status</b>								
Disabled	60	100	33.3	40.7	25.9	66.7	55.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	27	100	34.8	26.1	39.1	65.2	75.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	161	100	29.2	34.7	36.1	70.8	70.2	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	1091	99.4	17.4	38.7	43.9	82.6	77.3	70.2	96.9	96.1
<b>Gender</b>										
Male	567	99.3	24.4	40.2	35.4	75.6	71.1	63.2	96.8	96.1
Female	524	99.4	10.1	37.1	52.9	89.9	83.8	77.5	97	96.2
<b>Racial/Ethnic Group</b>										
White	894	99.6	15.5	37.4	47.1	84.5	79.7	79.1	97	96.1
African American	112	98.2	30.4	46.1	23.5	69.6	61	57.6	95.9	96.3
Asian/Pacific Islander	32	100	10	33.3	56.7	90	88.6	86.2	98.8	97.4
Hispanic	43	97.7	34.2	44.7	21.1	65.8	64.5	62.6	97.4	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.6	68.7	92.1	95
<b>Disability Status</b>										
Disabled	88	98.9	72	22	6.1	28	34.3	26.1	95.7	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
<b>English Proficiency</b>										
Limited English Proficient	41	97.6	35.1	43.2	21.6	64.9	64.7	61.2	98.2	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	235	98.3	32.6	47.4	20	67.4	62	58.9	95.9	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	309	100	12.7	35.4	51.9	87.3
	7	369	100	13.8	36.5	49.7	86.2
	8	420	100	13.7	34.3	52	86.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	309	100	14.4	45.4	40.2	85.6
	7	369	100	11.5	37.9	50.6	88.5
	8	420	100	15.2	40.3	44.5	84.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	98.7	13.1	56.6	30.3	86.9
	7	369	100	11.2	43.1	45.7	88.8
	8	208	100	12.4	39.3	48.3	87.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	154	100	8.3	34.7	56.9	91.7
	7	369	100	14	25.3	60.7	86
	8	212	100	12.9	26.4	60.7	87.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	306	99.7	19.9	37.7	42.5	80.1
	7	369	99.2	15.9	38.8	45.3	84.1
	8	416	99.3	17.1	39.4	43.6	82.9

Abbreviations for Missing Data

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N/R--Not Reported

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